

*Meadows Christian Education Society*  
*Meadows Baptist Academy*

**2021-2024 Education Plan**

May 31, 2021



## Preamble

This plan is written under the guidance provided in Alberta Education's *Assurance Framework* as described in the 2020-21 Funding Manual for Schools. The education plan is intended to provide our stakeholders with a plan that outlines our key priorities over the next year. Additionally, the plan seeks to act as a mechanism for focusing board and staff efforts for the next school year. As Meadows Baptist Academy is growing rapidly, we have opted to produce and update our education plans on a yearly basis to allow us to quickly add new priorities, or tweak current priorities as the need may arise. This plan holds out for the staff of the school a set of priorities that will guide their community of practice as they seek to create learning environments that help students reach their academic potential and become more like Jesus Christ.

## Mission

Partnering with Christian parents to help students become more like Jesus Christ and reach their academic potential

## Values

1. **Academic Rigor:** Whether learning comes easily or through much pain and hard work, we desire that all students honor God through rigorous academic pursuit. This pursuit looks different from child to child.
2. **Biblical Worldview:** The fear of God is the beginning of wisdom. We believe that God has spoken, and we endeavor to show students that God's Word does not just flavor the subjects we teach. His Word is the foundation of the subjects that we teach.
3. **Parental Engagement:** Parents are the primary educators and disciplers of their children. Thus, we seek to intentionally engage parents in the education, discipline, and spiritual growth of their children.
4. **Christ-like Staff:** Students are perceptive. They will learn much from what we teach them explicitly; they will learn more from what we teach them through our actions.
5. **Heart Focus:** Behaviour flows from the heart. With God's grace, our staff's aim is to seek genuine heart change in our students (and ourselves).

## School History

In 2005, Meadows Baptist Academy started offering classes from kindergarten to grade nine in what is affectionately known as "the little white building." From its inception in 2005 until roughly 2013, the school remained approximately 40 students. Now, years later, as the school has grown to 150 students, MBA is still focused on the same thing: helping students grow both spiritually and academically.

## School Profile and Programs

Meadows Baptist Academy is a rapidly growing, ethnically diverse school with a family feel. From 2005 to 2013 the school remained roughly 40 students, and offered classes from kindergarten through to grade 9. Since 2013 the school has grown consistently. Current projections estimate the student population to be roughly 195 students for the 2021-2022 school year. MBA serves an ethnically diverse student body, with approximately 50 percent of all MBA students being English Language Learners. MBA has enrollment open to the general community, so long as families and students can abide by the parent-student handbook and statement of faith. The school's defining feature is that it desires to be a Christian school first and foremost. Teachers are tasked

with teaching all subjects through a Christian worldview and desire to reach the hearts of their students. Though MBA strives to excel academically, our chief desire is that students would grow to be like Jesus Christ.

### **Challenges and Opportunities**

MBA has experienced significant growth in the last five years. This increased growth, based almost exclusively on referrals from current families, has led to significant changes. MBA has moved away from split classes, and now offers essentially one class (and teacher) per grade. Additionally, due to higher student to staff ratios, MBA has been able to increase teacher salaries in order to be more competitive with the public school system. However, this increased growth has also been met with significant challenges. At this point, the main concern is lack of space. With most classes near or over capacity, MBA is seriously considering the need for an expansion. Another challenge is the new weighted moving average funding model. As it currently functions, the WMA disproportionately impacts small schools that are experiencing significant growth.

### **Stakeholder Engagement**

MBA engages its stakeholders in the following ways:

- *School generated parent surveys*
  - Twice per year, MBA sends out a digital parent survey. Questions range from satisfaction levels to opportunities for input.
- *Teacher generated parent and student surveys*
  - Teachers are encouraged to do at least one student survey (grades three to nine) and one parent survey (all grades)
- *Parent Advisory Council*
  - If the MCES board is not made up of a majority of parents, MBA operates a parent advisory council. The parent advisory council meets every month through the course of the school year. This council is an opportunity for parents to provide input regarding the education of their children. It is also an opportunity for parents to find creative ways to better the education of their children.
- The MCES board is committed to building positive relationships with Alberta Education. Our Education managers are invited to observe our school as often as they like. When the opportunity arises, MCES also extends invitations to elected officials, such as MLA's.
- Internally, MBA desires to meaningfully engage teachers. Teachers are welcome to give feedback on school policies and procedures. Teachers are also engaged with a series of surveys throughout the year.
- MBA also encourages a high level of involvement, from the MBA community, on all Alberta Education generated surveys (formerly the Pillar Accountability Survey).

### **Accountability Statement**

The Education Plan (2021-2024) for the Meadows Christian Education was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results taken from a variety of stakeholders, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results. On April 29th, 2021, the board approved the 2021-2024 Education Plan.

## 2021-2024 Assurance Framework Education Plan for Meadows Christian Education Society

### School Priority #1

<b>School Priorities</b>	Consistency with the mission and values of Meadows Baptist Academy
<b>Assurance Framework Domain</b>	Local and societal context
<b>Outcomes</b>	Students will actively live out their faith at school, at home, and in the community.
<b>Context</b>	Meadows Baptist Academy exists to help students reach their academic potential and become more like Jesus Christ. Parents who send their children to MBA agree to the MBA statement of faith and parent student handbook. For the context of this school priority, we will be focusing on the later half of the mission statement, namely "helping students become more like Jesus Christ." This is our great goal, and a goal we will continually be working towards improving.
<b>Strategies</b>	Staff will: <ol style="list-style-type: none"><li>1. Infuse a biblical worldview into all learning activities.</li><li>2. Provide at least one major service opportunity, either within the school or the broader community, per year.</li><li>3. Provide opportunities for students to grow in their understanding of what it means to live their faith on a daily basis.</li><li>4. Participate in weekly working groups (as part of staff meetings) designed to build teachers capacity with regard to teaching the POS from a biblical worldview.</li></ol>
<b>Measures</b>	The general outcome will be measured by: <ol style="list-style-type: none"><li>1. Principal supervision / observation of teacher year plans and daily lessons</li><li>2. School created parent / student surveys</li><li>3. Student participation rates in service opportunities<ol style="list-style-type: none"><li>a. Observation of student leadership and ownership with regard to service opportunities</li></ol></li></ol>

## School Priority #2

<b>School Priorities</b>	Develop Student Writing Skills
<b>Assurance Framework Domain</b>	Student Growth & Achievement
<b>Outcomes</b>	Students will grow in their ability to effectively communicate in written form
<b>Context</b>	Approximately 50% of MBA's student body is English language learners. Written communication can be particularly difficult for ELLs (and for the rest of the student body as well). Furthermore, recent PAT results have indicated that MBA's students have room for improvement with regard to written communication
<b>Strategies</b>	Staff Will: <ol style="list-style-type: none"><li>1. Provide an increased amount of writing assignments relative to past years</li><li>2. Collaborate on division specific writing rubrics</li><li>3. Communicate writing expectations clearly to students</li><li>4. Collaborate yearly on areas for growth in writing (both within, and between divisions)</li><li>5. Participate in whole staff PD on the topic of writing</li></ol>
<b>Measures</b>	The general outcomes will be measured by: <ol style="list-style-type: none"><li>1. Canadian Achievement Test relative to the previous year's result</li><li>2. Provincial Achievement Tests (G6 and G9) relative to the previous year's result</li><li>3. Anecdotal teacher observation</li><li>4. Increased student achievement on writing assignments (as seen in increased class averages on written assignments)</li></ol>

### School Priority #3

<b>School Priorities</b>	To build board capacity
<b>Assurance Framework Domain</b>	Governance Local & Societal Context
<b>Outcomes</b>	The MCES board will grow in its understanding of both its role and function
<b>Contex</b>	Though numerous board members have served (or are currently serving) on a variety of boards, MCES is in its infancy as a stand alone board. The board has some work to do in order to grow into a proper understanding of its role and function.
<b>Strategies</b>	The board will: <ol style="list-style-type: none"><li>1. Review and adopt the relevant sections of the AISCA developed board governance policy</li><li>2. Utilize the Alberta Community Development Unit to access resources for the purpose of increasing board capacity</li><li>3. Review all newly created board policies</li></ol>
<b>Measures</b>	The general outcome will be measured by: <ol style="list-style-type: none"><li>1. The board having reviewed, modified, and adopted the AISCA developed board governance policy by the end of the 2021-2022 school year</li><li>2. At least two board members having completed professional development offered by the Alberta Community Development Unit by the end of the 2021-2022 school year</li><li>3. The board having, within the first year of operation, engaged meaningfully with all newly created board policies.</li></ol>